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ABSTRACT

This final report describes the activities and outcomes of a federally funded program that was developed to increase the supply of early childhood special educators in Utah and surrounding regions and to enhance the quality of their preparation. The project prepared 67 students for preschool special education certification and 40 related service personnel for transdisciplinary service. The project focused on improved recruitment practices intended to attract and support students from diverse cultures and from rural areas. A dual major in early childhood and early childhood special education was developed to improve the interdisciplinary preparation of students. The report is organized according to the nine objectives of the project and their outcomes. Four appendices describe; (1) the Early Childhood Special Education Dual Major Program; (2) the project timeline; (3) the Bachelor's degree and certification requirements; and (4) Master's program requirements. (SG)

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ED 459 584

Final Performance Report

Recruitment and Preparation of Personnel Qualified to Serve Young Children with Disabilities
Project Period 09/01/93 - 12/31/97

Project #H029Q30020 awarded to Utah State University
Program: Preparation of Personnel-Early Intervention Service
CFDA #84.029Q

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ABSTRACT

The purposes of this Project were to (a) increase the supply of qualified early childhood special educators in Utah and surrounding regions and (b) enhance the quality of their preparation and that of related service personnel who serve young children with disabilities and their families. The Project's goals were to prepare (a) 67 students for preschool special education certification (birth to 5 years) through participation in the early childhood special education (ESCE) program at Utah State University and (b) 40 related service personnel for transdisciplinary service. This was accomplished through their participation in a transdisciplinary seminar and practicum and in specialization (ECSE) courses that addressed service to infants, toddlers, and preschoolers with disabilities and their families. During the Project period, 48 students enrolled in the on campus program graduated with degrees and/or certificates in early childhood special education. Another graduated in a subsequent term, bringing the graduate total to 49. Another 15 who continue to be enrolled on campus are progressing toward completion of the degree and certification. In the distance program, which was part of this Project in its initial two years, two of the students supported have graduated and three are making satisfactory progress toward completion.

The Project offered transdisciplinary preparation which was evaluated favorably both by students and outside evaluators. However, the 22 students thus prepared was less than the number projected. Participating students were from the departments of Psychology, Family and Human Development, Special Education and Rehabilitation, and Communicative Disorders and Deaf Education. Participating faculty represented these disciplines as well as occupational therapy. The parent of a child with disabilities also participated as a faculty member.

The Project focused on improved recruitment practices intended to attract and support students from diverse cultures and from rural areas. The intent was to encourage students who are traditionally under represented in special education to obtain degrees and certificates in early childhood special education. The Project was successful in attracting 11 students from diverse cultures. Of these, one graduated; three are enrolled in the program and two of these are expected to graduate during the current academic year; one transferred to another institution of higher education; and six withdrew from the program. One student with a disability graduated from the program. Demand for the rural program far outstripped the resources of the Project. Hence, in collaboration with the Utah Office of Education and the University of Utah's Department of Special Education, faculty at Utah State University obtained state and federal funds to conduct a separate project for rural students. Hence, data for rural students are reported only for the two years (1993-94 and 1994-95) prior to the inception of the rural project.

Project faculty developed a dual major in early childhood and early childhood special education to improve the interdisciplinary preparation of students. This major involves two colleges (the Colleges of Education and Family Life) and three departments (Elementary Education, Special Education, and Family and Human Development). Students who complete the program obtain two certificates. The early childhood special education certificate permits them to teach children aged birth to five who have disabilities. The early childhood certificate permits them to teach children aged birth through 8 who have no identified disabilities. To date, one student has completed the dual major program and is employed in a kindergarten classroom in a local education agency. One is nearly finished, and two are in the process of application.

The Project made a significant contribution to the supply of qualified early childhood special educators in Utah. Thirty nine of the 49 graduates were employed, 37 in local education

agencies, one in child care, and one in a state agency. Two are pursuing advanced degrees. The status of three is unknown and five have infants or young children and are not employed. One additional student was employed out of state prior to completing the master's degree.

An unanticipated benefit of the Project included services to young children with disabilities. More than 15 such children, along with their typically developing peers and family members participated in the play groups that served as the practicum setting for the transdisciplinary course. Also, this Project spawned a rural project in which more than 40 students are actively enrolled.

ACCOMPLISHMENT OF EACH OBJECTIVE

This report is organized according to the nine objectives that led to the achievement of the goals described in the Abstract. Accomplishment of objectives was assessed using multiple measures. These included (a) a count of the number of graduates, (b) students' written evaluations of each course and practicum using both the required University evaluation form and a course-specific form; (c) students' written evaluations of the program; (d) an annual focus group evaluation by a group composed of students who had completed all coursework; (e) consultation with Advisory Committee members; (f) faculty evaluations of students' written course assignments and examinations; (g) direct observation of students' demonstration of competence in practicum and student teaching classroom settings; (h) cooperating/supervising teachers' observations of students' competence in classroom settings; (i) employers' (of program graduates) responses to a follow-up survey; (j) graduates' responses to a follow up survey; (k) host family members' evaluations of students who participated in a practicum in their homes; and (l) State Office of Education, faculty from peer institutions (University of New Mexico and Vanderbilt University), and NCATE reviews of the program.

Objective 1. Develop transdisciplinary seminar courseware, conduct and evaluate seminar, and revise accordingly.

The transdisciplinary course was offered annually, or four times, in a two-quarter sequence. Outside evaluators from the University of Illinois and the University of Wisconsin, respectively, evaluated the first and second year offerings. Their evaluations were favorable and included suggestions for incorporation of additional materials and for changes in communication processes. In addition, students evaluated the experience each term. Their evaluations (shown in Table 1 for the SP ED 656 course) were favorable, indicating that while the experience required much work, it was unique and offered the only opportunity in the University curriculum to experience teaming with students from other disciplines and with family members. Course revisions were made after each evaluation. In the fourth year that the course was offered, students' ratings were the highest that can be given on the University evaluation system.

Objective 2. Develop, deliver, evaluate, and revise transdisciplinary practicum. Since the seminar and practicum were offered jointly, the paragraph above also describes the outcome of this objective. In addition to student and expert evaluation, graduate students in the Department of Special Education conducted a qualitative practicum evaluation during the 1994 year. Suggestions from students and families whose children participated in play groups were reported to instructor Cynthia Rowland.

Objective 3. Recruit students from state, region, and nation for program, with focused activities to recruit students form culturally diverse populations and stable residents of rural areas.

The Project was successful in recruiting students. During the Project period, 73 different students received support for at least one academic quarter.

The Project director and clinical instructor Barbara Fiechtl worked with the Director of the Multicultural Student Center Paul Jones and his successor April Spaulding, and with High

Table 1. Early Childhood Special Education Course Evaluation: Student Ratings by Course and Quarter (Mean of Mean Ratings Across Items)

Course, Quarter, Instructor	University Form (range 1=low, 5=high)	
	$\underline{n}$	$\bar{x}$
Fall 1993		
SpEd 576, Fiechtl	15	3.9
SpEd 630, Fiechtl	9	3.8
Winter 1994		
SpEd 578, Fiechtl	9	3.7
SpEd 584, Fiechtl	8	3.8
SpEd 656, Rowland	6	3.5
Spring 1994		
SpEd 574, Fiechtl	7	3.8
SpEd 656, Rowland	5	3.5
SpEd 506, Fiechtl	33	3.7
Summer 1994		
SpEd 574, Rowland (distance)	7	3.34
Fall 1994		
SpEd 576, Fiechtl	8	3.8
SpEd 586, Fiechtl & Cox	4	3.9

Winter 1995 SpEd 578, Fiechtl SpEd 584, Fiechtl SpEd 656, Rowland	8 8 5	3.9 3.8 3.7
Spring 1995 SpEd 574, Fiechtl SpEd 578, Rowland (distance)	New Form (range 1=low, 6=high)	
	7 11	4.6 4.3
Summer 1995 SpEd 586, Rowland & Cox (distance)	5	5.6
Fall 1995 SpEd 576, Fiechtl SpEd 586, Fiechtl & Cox	12 7	5.2 5.3
Winter 1996 SpEd 578, Fiechtl SpEd 584, Fiechtl SpEd 656, Rowland & Tso	8 8 5	5.4 5.2 3.9
Spring 1996 SpEd 506, Fiechtl SpEd 574, Fiechtl SpEd 656, Rowland	31 11 4	4.9 4.9 4.6

Fall 1996		
SpEd 576, Fiechtl	8	5.0
SpEd 586, Fiechtl	5	5.3
Winter 1997		
SpEd 578, Fiechtl	9	5.0
SpEd 584, Fiechtl	9	4.9
SpEd 656, Rowland	3	5.8
Spring 1997[1]		
SpEd 506, Fiechtl	21	5.3
SpEd 574, Fiechtl	6	5.6
SpEd 656, Rowland	3	6.0
Fall 1997		
SpEd 576, Fiechtl	11	5.4

[1]Mean of mean overall ratings of course and instructor, as item by item data not available.

School and College Relations Associate Director Jimmy Moore to provide information about the early childhood special education program to students from diverse cultures. Staff members from these offices visited high schools with diverse enrollments in areas such as Las Vegas, Nevada and sponsored weekend visits to Utah State University. These activities resulted the enrollment of 12 students from cultures under represented in higher education; 11 represent diverse cultures and 1 has a disability.

To recruit students from rural areas, Project faculty informed John Killoran, Preschool Specialist in the Utah State Office of Education, of the availability of support for students from rural areas. He, in turn, communicated with directors of special education in Utah's local special education agencies. This resulted in the identification of students who participated in advisement and, when it became apparent that the demand far exceeded expectations, led to the development of another project that focused solely upon rural areas using remote delivery systems. (At the time of this writing there were 45 students actively enrolled or graduated from that program).

Finally, faculty participated in the university's Summer Orientation, Advisement, and Registration Program. This permitted them to discuss the program with incoming freshmen and to help these students to plan their coursework such that they would be ready to apply by the junior year for admission to the Teacher Education Program and to the Department of Special Education and Rehabilitation.

Objective 4. Assist students in planning programs.

Barbara Fiechtl and Darcie Peterson advised students in the Project. Students from diverse cultures were also assisted by the staff of the Multicultural Student Center who arranged for priority registration, tutoring if needed, and coordination with other student services as required.

Faculty member Barbara Fiechtl assisted students in applying for teaching positions. She provided information about job openings, wrote letters of recommendation upon request, and referred them to campus services for assistance in creating placement files. Advisor Peterson assisted students in finding jobs by informing Utah school districts of prospective graduates during each academic term.

Objective 5. Adapt course delivery for students in rural areas.

For the first two years of the Project, that is, prior to the beginning of the project directed specifically to rural students, delivery of specific courses was adapted to make them accessible to rural students. These adaptations included (a) four courses delivered via the mails and Internet through the University Extension system, (b) one course delivered to 15 students in 8 sites through the COM NET (slow scan television) system, and (c) three courses offered via interactive television during the summer, when rural students could attend.

Objective 6. Select potential practicum sites, determine most appropriate placements for students, assign students to sites, provide supervision, and evaluate the experience.

Practicum sites were selected to provide students with a balance of experience. They included local education agency preschool special education classrooms, Head Start classrooms, an early intervention program that serves a three-county region in northern Utah, and the homes of host families who had an infant with a disability. All classrooms had to provide students with the opportunity to demonstrate competency in areas such as large and small group instruction adapted to address students' Individual Education Programs (IEPs) and Individual Family Service Plans (IFSPs) and to use specific techniques, including naturalistic instruction.

Instructor Barbara Fiechtl was the primary faculty supervisor for practicum and student teaching experiences. She was assisted in the SP ED 586 Practicum in the Family course by

parent co-instructor Karen Cox, and during specific quarters in the SP ED 520 student teaching course by Project director Sarah Rule and by graduate students Amy Santos, Marion Tso, and Cyndi Rowland. Cooperating teachers also evaluated student performance.

Ms. Fiechtl adapted supervision procedures for rural students by using a videotape exchange procedure with written and telephone feedback. She also used this system with on campus students as a means to support them in evaluating their own performance and making changes accordingly.

Objective 7. Conduct an evaluation of the effectiveness of practicum and student teacher placements.

Students were placed for practicum and student teaching experiences in preschool classrooms that include young children with disabilities in the Logan, Cache, Davis, Granite, Ogden, Salt Lake, Tooele, Weber, Rich, and Box Elder districts and in Head Start programs in Logan and Salt Lake City (Granite District) . Students were also placed in the homes of families with infants who have disabilities in Cache County. Placements were evaluated both by students and faculty. Students rated practica each quarter using University and departmental rating forms. (See Table 1). At the year's end, advanced students evaluated placements as part of a program evaluation survey and discussed them in a focus group. Students reported a high level of satisfaction with early childhood special education placements. They reported occasional difficulty with other (severe and child development) placements; these were minor in nature and were addressed by faculty and classroom personnel.

Objective 8. Conduct a follow-up evaluation.

Project personnel mailed a biannual survey to employers of early childhood special education program graduates. Twelve supervisors, who represented eight local education

agencies (four of which also have early intervention programs) returned the 1997 year end survey. They reported on graduates whose years of employment ranged from one (n=2) to seven (n=1). These supervisors' positions included principal, special education or special services director, and technical assistance/program specialist. A summary of the survey results is appended. Supervisors were asked to rate graduates' knowledge in 21 areas ranging from assessment of children and families to working on a team with other professionals. The mean rating across these areas was 3.4 on a 4 point scale, with 1 representing "not prepared at all" and 4 "very well prepared." The specific item mean ratings ranged from 2.7 on students' preparation to consult with regular preschool teachers to 3.8 on preparation to teach preacademics. When asked to compare Utah State University graduates with other staff members of similar experience, these employers' mean rating was 4.5 on a 5 point scale where 1="less proficient" and 5="superior proficiency."

Objective 9. Conduct program evaluation.

The purpose of the program evaluation was to obtain student feedback about changes that might benefit the program. Their comments were solicited in written surveys and focus groups. Their comments about the early childhood special education program served as the basis for course revision. Comments about other program areas were communicated to the Department Head.

At the end of each spring quarter, students who had completed all coursework (or had only 1 or 2 classes remaining) were asked to complete a survey evaluating the entire special education program. They rated each class, commented upon each practicum and student teaching placement, and were asked to discuss the courses and experiences that they felt were beneficial or not beneficial to the program. The mean ratings of the classes in each program area are shown in

the table below. The rating scale was 5 = "essential" to 1="not important."Their satisfaction with each program area was high, and highest with regard to the early childhood special education classes.

Table 2. Advanced and Graduating Students' Ratings of Special Education Program

Curriculum Area	1993-94 n=12	1994-95 n=6	1995-96 n=5	1996-97 n=7
Core Special Education (8 classes)	4.1	4.3	4.4	3.9
Severe Disabilities (6 classes)	3.5	3.9	4.2	4.5
Early Childhood Special Education (5 classes)	4.6	4.8	4.8	4.8
Emphasis (Early Childhood) 5 classes	4.1	3.9	3.5	3.8

Graduating students and those who had completed coursework were asked to attend a focus group each spring.. At this meeting, students discussed their experience with the program and recommended changes. A total of 19 students participated in focus groups during the Project period. On one occasion, the Preschool Specialist from the State Office of Education also attended Their overall satisfaction with the program was high. They did identify particular courses in which they perceived overlap of content, one course outside the program that they felt was not friendly to special education students, and one program area that they felt did not address early childhood special education content. Project faculty encouraged the faculty members who were responsible for those courses and programs to include additional content pertinent to young children and families.

As shown in Table 1, students' evaluation of early childhood special education courses were positive. For 22 of the 34 courses shown in the table, comparative data are available. Mean ratings for 14 of these were equal to or above both the Department of Special Education and Rehabilitation and the College of Education means. For only 1 course was a rating more then 3/10 of a point below a college or department mean rating.

The dual major program in early childhood and early childhood special education was evaluated quarterly by the Early Childhood Education Governance Committee, composed, in addition to Project faculty, of the Department Heads and early childhood faculty from Family and Human Development and Elementary Education (the departments that house the early childhood program). This was formative evaluation, intended to eliminate content duplication, provide optimal practicum placements, and clarify advisement, as necessary. No quantitative data resulted from this evaluation, but decisions are documented in minutes of the Committee meetings.

The Department of Special Education was evaluated by State Department of Education and by out of state reviewers as part of the University's seven year external review requirement and by the National Council on the Accreditation of Teacher Education. These reviews were favorable to the Department, including the early childhood special education program supported by this Project. All accreditation standards were met.

DISSEMINATION

Project faculty were active in disseminating information about the Project, and about the the transdisciplinary preparation of personnel in particular. They made five presentations to national conferences and published 4 articles, as listed below.

Stayton, V.D., Correa, V., & Rowland, C. (1993, November). *Preparing personnel to provide family-centered services through interdisciplinary programs*. Paper presented to the 16th Annual Conference, Teacher Education Division, Council for Exceptional Children, Orlando FL.

Rowland, C. & Rule, S. (1994, November). *Transdisciplinary preparation of personnel to serve in early intervention*. Presentation to 17th Annual Conference, Teacher Education Division, Council for Exceptional Children, San Diego.

Rowland, C., Rule, S., & Fiechtl, B. (1995, November). *Access through technology: Preparing rural personnel for early childhood special education through the information highway*. Paper presented to 18th Annual Conference, Teacher Education Division, Council for Exceptional Children, Honolulu.

Rowland, C. & Rule, S. (1995, December). *The preparation of personnel to serve in transdisciplinary early intervention programs*. Poster presented to the National Training Institute, Zero to Three, of the National Center for Clinical Infant Programs, Atlanta, GA.

Rule, S., & Rowland, C. (1995, June). *A cooperative university and community effort to prepare personnel for transdisciplinary early intervention services*. Poster presented to the American Association on Mental Retardation, San Francisco. Abstract published in *Partnerships: Crossing the bridge to the future* [p.72]. Washington, D.C.: The American Association on Mental Retardation.

Staff. (1994, July 2). *New course in 'teaming' aims to help parents*. Utah State University Statesman, p.2.

Swope, J. (1994). *Programs recruit diverse group of special education majors*. CPD News, 17(3), 4-5.

Utah State University Team Approach. The Utah Beeline, September, 1994 (Mental Retardation Association of Utah Newsletter), p.3.

APPENDICES

Early Childhood Special Education Dual Major Program

Project Timeline

Bachelor's Degree and Certification Requirements

Master's Program Requirements

Table 1. Early Childhood/Special Education Dual Major

Freshman Year		
ENG* 101 3	BIOL 101 5	PHYX 120 5
MATH 101 5	MATH 201 3	HIST 170 5
COMD 270 5	GEOL 101 5	MATH 202 3
PSY 101 5	ELED 100 or	PSY 110 3
= 18	SPED 215 3	SPED 301 3
	= 16	= 19
Sophomore Year		
FHD 378 3	Level II:	ELED 400 3
ENG 200 3	ELED 301 5	ELED 401 5
CHEM 101 5	ELED 302 3	INST 445-6 6
MATH 203 3	FHD 250 3	ELED 448 5
FHD 455 3	FHD 252 2	= 19
= 17	PSY 366 3	
	= 16	
Junior Year		
SPED 501 3	SPED 505 3	SPED 506 3
SPED 502 3	SPED 507 3	SPED 508 4
SPED 504 3	SPED 557 3	SPED 574 3
SPED 561 2-4	SPED 574 4	SPED 586 4
SPED 576 3	SPED 578 4	ENG (Choice) 3
= 14-16	= 17	= 17
Senior Year		
LEVEL III:	Level IV:	SPED 520 6
ELED 402 3	ELED 450 3	FHD 475 6
ELED 403 3	ELED 465 6	ENG 301 3
ELED 404 3	ELED 466 6	= 15
ELED 405 3	= 15	
ELED 406 3		
= 15	TOTAL CREDITS: 198	

* Abbreviations stand for departments; for example, ENG=English, BIOL=Biology, and PHYS=Physical Education. Specialization course titles are listed in Table 3.

TABLE 2. TIMELINE: OBJECTIVES, ACTIVITIES, PERSONS RESPONSIBLE, AND COMPLETION DATES

	Objectives		Activities	Person(s) Responsible	Completion Dates
1.0.	Develop transdisciplinary seminar courseware; conduct and evaluate seminar; revise accordingly	1.1.	Finalize transdisciplinary course compentencies.	Rule, Rowland, Fiechtl	1 Oct., 1993
		1.2.	Develop field-test versions of course to be added to existing program.	Rule, Fiechtl, Parent Instructor	1 Nov., 1993
		1.3.	Arrange for transdisciplinary instructors.	Rule	1 Dec., 1993
		1.4.	Obtain peer and expert review of course.	Rule	1 Dec., 1993
		1.5.	Teach first year seminar, conduct student evaluation of course per university procedure. Summarize results.	Rowland, Fiechtl, Rule, transdisciplinary faculty	1 July, 1994
		1.6.	Modify course syllabus taught during first year according to departmental procedures. Summarize results.	Rowland	1 Aug., 1994
		1.7.	Teach seminar second, third, and fourth years; conduct student evaluation as per university procedure. Summarize results.	Fiechtl, Rule, transdisciplinary faculty, graduate student ass't	1 Aug., 1997
		1.8.	Modify syllabus according to student evaluations.	Rule, graduate student ass't	31 Aug., 1997
		1.9.	Conduct student, employer, and peer evaluation of course during second year and subsequent years according to departmental procedures. Summarize results.	Department Head, Rule, Fiechtl	1 July, 1995 and annually
		1.10.	Modify course according to results of evaluations.	Rule, Fiechtl, graduate student	1 Aug., 1995 and annually
		1.11.	Modify course requirements as necessary to comply with revised state certification requirements (if any).	Rule, Fiechtl	Annually
2.0.	Develop, deliver, evaluate and revise transdisciplinary practicum.	2.1.	Finalize practicum competencies.	Rule, Fiechtl, Rowland, Transdisciplinary Inst.	30 Jan., 1994
		2.2.	Convene advisory committee to review competencies and activities	Rule	1 Feb., 1994
		2.3.	Develop supervisor manual.	Rowland, Rule, Fiechtl	15 Feb., 1994
		2.4.	Contact families, arrange placements.	Rowland, Parent Instructor	1 Feb., 1994
		2.5.	Conduct transdisciplinary practicum.	Rowland, Transdiciplinary Inst., Parent Instructor	June, 1994
		2.6.	Conduct family, student and instructor evaluation of practicum.	Rule, Rowland	July, 1994
		2.7.	Modify practicum accordingly.	Rowland, Parent Inst.	Aug., 1994
		2.8.	Offer practicum annually, evaluate, revise, and report results.	Rule, Transdisciplinary Instructors	Aug., 1997

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TABLE 2. TIMELINE: OBJECTIVES, ACTIVITIES, PERSONS RESPONSIBLE, AND COMPLETION DATES (continued)

	Objectives		Activities	Person(s) Responsible	Completion Dates
3.0.	Recruit students from state, region and nation for program, with focused activities to recruit students from culturally diverse populations and stable residents of rural areas.	3.1.	Produce written materials for dissemination.	Rule, Fiechtl, Office of High School Relations (O.H.R.), Office of Minority Student Affairs (O.M.S.A.)	1 Oct., 1993
			a. Program brochure describing courses, practica, faculty, facilities, financial aid, course of study, and employment opportunities.	Rule, Fiechtl, O.H.R., O.M.S.A	15 Oct., 1993
			b. Prepare description of program suitable for professional journals.	Rule, Fiechtl, Rowland	1 Dec., 1994
			c. Prepare mailing information on program that provides more detail than program brochure, including university admissions information. Mail as required.	Rule, Secretary	On-going
			d. Prepare display posters with mail-in cards attached for distribution.	Fiechtl, Secretary O.H.R., O.M.S.A.	1 Nov., 1993
		3.2.	Participate in "transfer fairs" at junior colleges throughout the region.	Fiechtl	March to May, annually
		3.3.	Meet with USU Department of Special Education Recruitment committee, plan and conduct joint activities.	Fiechtl	On-going
		3.4.	Make presentations on the program and conduct poster sessions at a minimum of 2 state, regional, or national conferences annually.	Rule, Fiechtl, Rowland	1 Sept., 1996
		3.5.	Visit high schools with significant enrollments of students from culturally diverse backgrounds.	Fiechtl, Rowland, Students, O.H.R.	15 May, 1994 and annually
		3.6.	Visit rural high schools, Western Wyoming College.	Fiechtl, Rowland Students, O.H.R.	15 May, 1994 and annually
		3.7.	Implement marketing strategies per Utah State University minority recruitment plan.	O.M.S.A.	1 Aug., 1994 and annually
4.0.	Assist students in planning programs.	4.1.	Assign a temporary faculty advisor to students to maintain contact with program and to begin initial program planning.	Department Head	Within 5 days of student's admission to program
		4.2.	Provide student with orientation to student performance competency manual; and procedures for demonstration and completion of same.	Fiechtl	First week of quarter
		4.3.	Meet with student to periodically review completed competencies and "competencies in progress" and to modify program advisement, if necessary.	Fiechtl	On-going

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TABLE 2. TIMELINE: OBJECTIVES, ACTIVITIES, PERSONS RESPONSIBLE, AND COMPLETION DATES (continued)

Objectives		Activities	Person(s) Responsible	Completion Dates
	4.4.	Refer students needing additional support to student support services, Disability Resource Center, Center for Minority Student Affairs	Fiechtl	As needed
	4.5.	Plan placements for practica and internships based on competency match and student needs.	Fiechtl	By completion of student's junior year
	4.6.	Participate in university SOAR (Summer Orientation, Advisement, and Registration) Program to provide preadvisement and program planning for special education.	Rowland	August, annually
	4.7.	Make job announcements and potential job information available to students and assist them in preparing vitae, references and other pertinent application information.	Fiechtl	1 March, 1994 and annually
5.0. Adapt course delivery for students in rural areas.	5.1.	Survey students in rural areas to determine need for specific courses off campus.	Rowland	1 Feb., 1994
	5.2.	Arrange for summer courses.	Rule	1 Jan., 1994
	5.3.	Schedule extension and telecommunications courses in targeted centers.	Rule, Rowland	1 April, 1994
	5.4.	Schedule video/mail courses for individuals.	Rowland	1 April, 1994
	5.5.	Schedule practica in remote areas, arrange for video supervision.	Rowland	1 May, 1994
	5.6.	Teach summer courses.	Rowland	15 Aug., 1994
	5.7.	Deliver extension, telecommunications, and mail courses.	Fiechtl, Rowland	1 June, 1995
	5.8.	Revise schedule as necessary.	Rule, Fiechtl	1 June, 1995
	5.9.	Repeat cycle in Years 3 and 4.	Rule, Fiechtl, graduate student	15 Aug., 1997
6.0. Select potential practica sites, determine most appropriate placements for students, assign student to site, supervise and evaluate experience.	6.1.	Review sites per predetermined selection criteria.	Fiechtl	1 Oct., 1993
	6.2.	Revise list of potential sites for practica.	Fiechtl	15 Oct., 1993
	6.3.	Visit and review sites based on established criteria and request cooperation of on-site staff and administration. Revise list of approved sites as necessary.	Fiechtl	1 Nov., 1993
	6.4.	Develop, revise orientation materials for on-site staff.	Fiechtl	1 Dec., 1993

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TABLE 2. TIMELINE: OBJECTIVES, ACTIVITIES, PERSONS RESPONSIBLE, AND COMPLETION DATES (continued)

Objectives		Activities	Person(s) Responsible	Completion Dates
	6.5.	Assign students to practica sites and forward placement information to on-site staff.	Fiechtl	1 Dec., 1993 Quarterly
	6.6.	Arrange for in-home practica with FIP and families.	Parent Instructor	1 Feb., 1994, annually
	6.7.	Supervise students on-site and participate with students in weekly seminars.	Fiechtl, Rowland Parent Instructor	On-going beginning Jan., 1994
	6.8.	Provide rural practicum supervision via videotape and quarterly visit.	Rowland	Spring Quarter beginning March, 1995
	6.9.	Conduct evaluation of practicum site and experience.	Rule, Fiechtl, Rowland, Parent Instructor	Quarterly
7.0. Conduct an evaluation of the effectiveness of practica, student teacher placements.	7.1.	Send evaluation surveys to cooperating supervisors and administrators for each practicum site. Summarize results.	Fiechtl	20 Mar., annually 15 June, annually
	7.2.	Document competency gains on individual students during their participation in on-site practica.	Fiechtl, Rowland	20 Mar., annually 15 June, annually
	7.3.	Evaluate and summarize observation information gathered by university supervisor.	Rule	15 July, annually
	7.4.	Modify objectives and activities according to results of information gathered in 6.1, 6.2, and 6.3.	Rule, Fiechtl	10 Sept, annually
8.0. Conduct a follow-up evaluation.	8.1.	Send written survey to district or agency supervisors employing program graduates to evaluate their job performance. Summarize results.	Department Head, Fiechtl	1 May, 1994 and annually
	8.2.	Send written questionnaire and/or interview program graduates to obtain their perceptions of strengths and weaknesses evidenced in their training since they have been "on the job". Summarize results.	Fiechtl, Rule	1 June, 1994 and annually
	8.3.	Make modifications and revisions to coursework and practica based on recommendations and suggestions of employers and program graduates.	Rule, Fiechtl	1 Oct., 1994 and annually
9.0. Conduct program evaluation.	9.1.	Review student course evaluations, peer reviews.	Fiechtl, Rule	May, annually
	9.2.	Conduct annual written program evaluation survey.	Fiechtl	May, annually
	9.3.	Meet with seniors and graduate students to review program.	Rule, Fiechtl, Rowland	May, annually

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TABLE 2. TIMELINE: OBJECTIVES, ACTIVITIES, PERSONS RESPONSIBLE, AND COMPLETION DATES (continued)

Objectives		Activities	Person(s) Responsible	Completion Dates
	9.4.	Meet with Advisory Committee to obtain feedback.	Fiechtl, Rule, Rowland, Parent Instructor	May, annually
	9.5.	Prepare annual program report.	Rule	June, annually
	9.6.	Modify courses per results.	Fiechtl	Sept., annually

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Table 3. Bachelor's Level (B.S.) Program and Certification Requirements

CLASS		CREDIT
	Professional Education Core Curriculum	
ELED 301	Foundation Studies in Teaching - Level II	5
ELED 302	Practicum in Elementary Education	4
PSY 366	Educational Psychology for Teachers	3
SPED 301	Education of Exceptional Children	3
IT 445	Principles and Practices of Technology for Teachers	4
IT 446	Technology Practicum for Elementary Teachers	2
	Special Education Core Curriculum	
SPED 215	Introductory Experience with Students with Disabilities	4
SPED 501	Behavior Assessment and Data-Based Decision Making	3
SPED 502	Assessment of Students with Disabilities	3
SPED 503	Introduction to Transition and Vocational Education	3
SPED 504	Introduction to Effective Instructional Procedures	3
SPED 505	Applied Behavior Analysis in Education	3
SPED 506	Consulting with Parents and Teachers	3
SPED 507	Policies and Procedures in Special Education	3
SPED 508	Remediating Behavior Problems and Social Deficits	4
	Early Childhood Special Education	
SPED 551	Curriculum for Students with Severe Disabilities	3
SPED 557	Adaptive Equipment and Communication Technology	3
SPED 558	Issues in Educating Persons with Severe Disabilities	1
SPED 561	Practicum: Introduction to Instruction of Students with Severe Disabilities	4
SPED 563	Practicum: Advanced Systematic Instruction of Students with Severe Disabilities	2

Table 3 (Continued)

CLASS		CREDIT
SPED 574	Methods and Materials for Educating the Preschool Child with Disabilities	3
SPED 576	Teaching Infants and Young Children with Disabilities	3
SPED 578	Teaching the Young Child with Disabilities in the Least Restrictive Environment	4
SPED 584	Practicum: In the Least Restrictive Environment	4
SPED 586	Practicum: With Infants and Families	4
SPED 520	Student Teaching: Early Childhood	15
	Supporting Coursework	
FHD 150	Human Growth and Development	5
FHD 250	Seminar in Early Childhood Education	3
FHD 252	Practicum in Early Childhood Education	3
COM D 270	Language, Hearing, & Speech Development	5
FHD 378 or FHD 379	Understanding Infants Children Two to Five	3 3
FHD/PSY 300 or SW 335 or FHD 376	Child Abuse and Neglect Child Welfare Contemporary Family in the United States	3 3 3

Table 4. Master's Level (M.Ed.) Program Requirements

CLASS		CREDIT
	Departmental Core (18 Credits)	
SPED 602 SPED 644	Effective Teaching and Evaluation Practicum	3 1
SPED 670 SPED 646	Translating Research Information Into Practice Practicum	3 1
SPED 630 SPED 645	Collaboration with Parents and Professionals Practicum	3 1
SPED 606	Legal Basis of Special Education	3
	Research Core (6-9 Credits)	
EDUC 666	Interpreting Research	3
SPED 691	Creative Project	3-6
	Specialization Area (18 Credits)	
SPED 578	Teaching the Young Child with Disabilities in the Least Restrictive Environment	4
SPED 576	Teaching Infants and Young Children with Disabilities	3
SPED 586	Practicum with Infants and Families	4
SPED 626	Methods and Materials for Educating the Preschool Child with Disabilities	4
SPED 584	Practicum in the Least Restrictive Environment with Family Service Plans	4
	Supporting Area (9-12 Credits)	
SPED 645	Practicum in Assessing Children with Severe Disabilities	3
SPED 508	Remediating Behavior Problems and Social Deficits	3
FHD 606	Theories of Human Development	3
ELED 620	Improvement of Early Childhood Education	3
FHD 670	Family Theory	3
FHD 601	Socialization in Human Development	3
SPED XX	Transdisciplinary Seminar and Practicum	4

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